



NQF Level: 4

US No: 116307

Facilitator Guide

Primary Agriculture

Manage the quality of animal harvesting products



Facilitator:

Company:

Commodity: Date:

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA. Terms and conditions apply.



agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



Before you get started...

Dear Facilitator,

This Facilitator Guide (together with the relevant Learner Guide) is aimed at facilitators who will be assisting learners wishing to complete the following unit standard:

Title: Manage the quality of the harvesting of animal products
US No: 116307 NQF Level: 4 Credits: 3

This guide contains all necessary facilitation instructions to ensure that learners will attain the expected competencies required by the above-mentioned unit standard. This guide is designed to be used during the presentation of a learning session based on this unit standard. The full unit standard is attached at the end of the relevant Learner Guide. Learners are advised to read the unit standard at their time. Please discuss the unit standard with the learners to ensure that they understand what is expected from them to achieve the outcomes of the unit standard.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently facilitating, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48979	4	120	<input type="checkbox"/>
National Certificate in Plant Production	49009	4	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Facilitator:
If you are presenting this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

Please explain the above concepts to the learner.

There are three guides, namely the Learner Guide (with activities), Assessor Guide and the Facilitator Guide.

These guides have been developed to address specific aspects of the learning experience. You therefore need to use these guides complementally to one another.

Make this an enjoyable learning experience!

Context of Application ...

Primary Agriculture is a diverse sector and a wide range of commodities is being produced for both national and international market. Each commodity has its own production requirements and practices. You will be facilitating the learning process within a specific context where a specific agricultural commodity is being produced. The learning material has been written in a **generic** manner, as it is aimed to be available on national level and should be relevant to be applied within a variety of commodities. It is therefore inclusive of all agricultural commodities and crop in this field. Therefore, the examples that are being used in the materials may not always be applicable to your specific community, commodity, environment or region.

This presents you, the facilitator, with the challenge to **contextualise** the learning material. It is imperative that you, the Facilitator and Assessor interpret and present activities, case studies and projects related to the material in such a way that learners can easily identify and apply their knowledge within their own context. This will require from you to add examples of crop, which are applicable to the community or farm. Learners must be guided with examples from their own communities, commodities, environment or regions. This should be done by complementing the learning material with:

- Examples relevant to the commodity,
- Including commodity specific requirements,
- Including operating procedures of the farm,
- Including agricultural practice specific requirements,
- Agricultural markets,
- Guiding learners to write these specifics down in the learning guide, etc.

The contextualisation of the learning material is a very important step in preparing for and facilitating the learning experience and enough time and effort should be put into this exercise.

According to the qualifications mentioned on page 2, this module could be contextualised to fit the following groups of commodities:

Plant Production	Animal Production	
<ul style="list-style-type: none"> • Organic production, • Hydroponic production, • Perma-culture production, • Agronomy, • Horticulture, • Natural resources harvesting. 	<ul style="list-style-type: none"> • Small stock production, • Large stock production, • Dairy production, • Pig production, • Poultry production, • Game, • Aqua / mari culture, • Commercial insects • Animal fibres harvesting, • Bee keeping, 	<ul style="list-style-type: none"> • Natural resources harvesting, • Organic production, • Perma-culture production, • Eco/Agri Tourism, • Agro Chemicals, • Horse Breeding, • Etc.

How to use this guide ...

Throughout the guide information is given specifically aimed at you, the facilitator, to **assist** in the actual presentation of the learning material and/or facilitation of the learning process. Although this guide contains all the information required for attaining competency in this unit standard, references to additional resources, both printed and electronic, are provided for additional reference by the facilitator and further study by the learner.

Please note that the purpose of this information is merely to **guide** you, the facilitator, and is provided as a suggestion of possibilities. It remains the responsibility of every facilitator to re-assess the learner/s in each learning situation throughout the learning process in order to stay in touch with their specific learning needs. This should be the determining factor in the choice of the learning approach to follow.

Use the different boxes listed below for identification purposes:



Instructions regarding **activities**, whether group or individual activities will be described in this box.



Facilitators' Tip ...

My Notes ...

You can use this box for your own notes/comments.

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What & How will you be Facilitating?

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The Learning Experience...

On completion of this module, the learners will be able to:

- ◆ Evaluate systems that retain product quality
- ◆ Suggest alternative practices and systems to retain product quality
- ◆ Monitor systems to ensure quality products

Learners will specifically be able to:

- ◆ Analyse, Improve, Implement, Monitor, and Maintain Systems and practices that will retain animal product integrity and quality.

Learners will also gain basic knowledge of:

- ◆ Comprehension, identification and understanding of the specific animal
- ◆ Comprehension, identification and understanding of the product.
- ◆ Sensory evaluation of animal products and their quality.
- ◆ Observation of animal product processing systems.
- ◆ Evaluation of data related to animal product quality and integrity.
- ◆ The purpose of learning about animal products, their harvesting and processing.
- ◆ Basic agricultural production.
- ◆ Quality management systems.
- ◆ Basic record keeping.
- ◆ Observation and maintenance of processing systems.

Learning Assumed to be in Place:

It is expected of the learner attempting this unit standard to demonstrate competence against the unit standard

- ◆ NQF 3: Explain the harvesting of animal products.
- ◆ NQF 4: Apply procedures to manage damage control in animals and victims.
- ◆ NQF 4: Explain functional animal anatomy and physiology.



Remember to do a diagnostic assessment of the learner's prior learning and ensure that they are starting at the correct level.

Learning Program Time Frames

	Total time allocated (hours)	Theoretical learning time allocated (hours)	Practical learning time allocated (hours)	Activities to be completed
Complete Program (including summative assessment)	30 hours	11 hours	19 hours	11
Learner Orientation and "Ice Breaker"	30 minutes	30 minutes	0	
Purpose, Introduction and Learner Directions	30 minutes	30 minutes	0	
Session 1	7 hours	4 hours	3 hours	1-3
Session 2	7 hours	2 hours	5 hours	4-7
Session 3	3 hours	0	3 hours	8
Session 4	9 hours	1 hours	8 hours	9A-9C
Preparation for Assessment & revision	3 hours	3 hours	0	

Tips for the Facilitator



Remember the following before you get started:

This Unit Standard is aimed at level 4 learners.

Explain concepts and define words in a simple, clear and concise method throughout the learning program to help the learner where possible.

Take special care to facilitate for ALL learners. Allow them opportunities to share experiences, prior knowledge, translate into their mother tongue for each other and enjoy the learning process.

The examples given in this resource might be for a different geographical area or commodity to what the learner is exposed to – please adapt your examples accordingly.

Tips for level of learning



Remember the following before you get started:

Typically, a learning programme leading to the award of a qualification or unit standards at level 4 should develop learners who demonstrate an ability to:-

- Take responsibility for their own learning within a supervised environment.
- Take decisions about and responsibility for actions.
- Evaluate their own performance against given criteria.
- Take the initiative to address any shortcomings they find.
- Communicate and present information reliably and accurately in writing and verbally.
- Gather relevant information, analysis and evaluation skills.
- Use their knowledge to solve common problems within a familiar context; adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context; motivate the change using relevant evidence.
- Apply essential methods, procedures and techniques of the field or discipline; apply and carry out actions by interpreting information from text and operational symbols or representations.
- Understand the organisation or operating environment as a system within a wider context.
- Demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study an informed understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines.

My Notes ...

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Facilitator's Checklist & Training Aids

Learner support strategies:
<p>Learners are supplied with all resources and aids as required by the programme – including:</p> <ul style="list-style-type: none"> ▪ Objects & devices such as equipment, protective clothing, safety gear, etc. ▪ Learner Guides and Learner Workbook ▪ Visual aids, etc.

Use this checklist below during your preparation to ensure that you have all the equipment, documents and training aids for a successful session.

Preparation:	Yes	No
Qualification Knowledge – I have familiarised myself with the content of the applicable qualification		
Unit Standard Knowledge – I have familiarised myself with the content of all aspects of the applicable unit standard		
Content Knowledge – I have sufficient knowledge of the content to enable me to facilitate with ease		
Application knowledge – I understand the programme matrix & have prepared for programme delivery accordingly		
Contextualisation – I have included information which is specific to the commodity and practices related to the commodity		
Ability to respond to learners background & experience – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
Enthusiasm & Commitment – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
Enterprise knowledge – I know & understand the values, ethics, vision & mission of the workplace & have prepared my programme delivery, reporting & administrative tasks accordingly.		
Equipment check:		
Learner guides x 1 per learner		
Assessment guides x 1 per learner		
Writing materials & stationary (facilitator & learner)		
White board & pens		
Flip chart paper		
Proxima projector & screen		
Laptop & programme disk		
Sample Hand-outs and examples of laws and other relevant documents		

Safety gear as prescribed by unit standard and applicable legislation		
Documentation checklist:		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

Contextualisation of Content!

Go through this module and indicate what specific **information** / **activities** / **examples** should be included in this module?

Contextualisation	
<ul style="list-style-type: none"> Commodity specific? 	
<ul style="list-style-type: none"> Operating procedures of the farm? 	
<ul style="list-style-type: none"> Agricultural practices? 	
<ul style="list-style-type: none"> Agricultural markets? 	

Session

1 Quality issues

**Learner Guide:
Page 7**

After completing this session, the learner should be able to:
SO 1: Investigate animal product processing systems with regard to quality issues.

Concept (SO 1)	Time frame	Activities related to the concept
Data gleaned off animal product processing systems related to product quality is gathered and processed.	7 hours	Activities 1 - 3
The attributes of the animal product in process that relate to the product's quality are investigated and reported on.		
Areas of influence on animal products where quality may be impaired including equipment, implements, human intervention, input or the process are evaluated.		
Quality control systems and methodologies are investigated and evaluated.		

Tips for the Facilitator

Assist learners to have resources available

Session

2 The quality of harvested animal products

Learner Guide:
Page 24

After completing this session, the learner should be able to:

SO 2: Communicate evaluations and findings regarding processing systems and the quality of harvested animal products processed by such systems to superiors.

Concept (SO 2)	Time frame	Activities related to the concept
The impact of various procedures, systems and methodologies on the quality of animal products are evaluated.	7 hours	Activities 4 - 7
Cost/benefit analysis regarding the effect of such processes and procedures are developed.		
Relevant communication to demonstrate and motivate the implementation of changes in the processing of animal products is developed and produced.		
Knowledge regarding quality in the processing of animal products is applied.		

Tips for the Facilitator

Assist learners to have resources available



Please allow learners to complete Activity 4,5,6 & 7 in their Learner Guides

Type of activity	Resources
4. Individual written report.	Learner Guide, oral instruction, access to other resource material from libraries or the internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
5. Individual written report.	Learner Guide, oral instruction, access to other resource material from libraries or the internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
6. Individual verbal presentations.	Learner Guide, oral instruction, access to other resource material from libraries or the internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
7. Group work and individual written report.	Learner Guide, oral instruction, access to other resource material from libraries or the internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	

My Notes ...

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Session

3 Alternative practices or quality control systems

Learner Guide:
Page 30

After completing this session, the learner should be able to:

SO 3: Suggest alternative practices or quality control systems that will ensure retention of product quality and maintain these systems.

Concept (SO 3)	Time frame	Activities related to the concept
Knowledge and experience in the processing of animal products are exhibited.	3 hours	Activity 8
Basic knowledge of quality management systems is demonstrated.		
Suggested alternative practices or systems regarding the management of quality of animal products are communicated.		
The cost/benefit ratios of implementing such alternatives or quality management systems are described and explained.		



Please allow learners to complete Activity 8 in their Learner Guides

Type of activity	Resources
8. Individual written report.	Learner Guide, oral instruction, access to other resource material from libraries or the internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	

4 Ensure animal product quality

Session

Learner Guide:
Page 31

After completing this session, the learner should be able to:
SO 4: Maintain systems implemented to ensure animal product quality.

Concept (SO 4)	Time frame	Activities related to the concept
A complete knowledge of the animal product harvesting and processing system is demonstrated.	9 hours	Activities 9A, 9B and 9C
Quality in existing implemented animal harvesting systems is maintained.		
Animal harvesting and processing systems, ensuring animal product quality and integrity are maintained.		



Please allow learners to complete Activity 9A,B & C in their Learner Guides

Type of activity	Resources
9A. Individual written report.	Learner Guide, oral instruction, access to other resource material from libraries or the internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
9B. Individual written report.	Learner Guide, oral instruction, access to other resource material from libraries or the internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
9C. Individual written report.	Learner Guide, oral instruction, access to other resource material from libraries or the internet.
Instructions to give to the learners	
As per instructions in Learner Guide.	

What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard then write down five of the most important lessons you have learnt and include a motivation:

What will I do differently next time?	Motivate how or why (Give examples, reasons, etc.)
1.	
2.	
3.	
4.	
5.	

As facilitator, you have hands on experience in the application of the unit standard and you might experience difficulties with the unit standard that the developers did not anticipate. Also, the unit standard will be revised at the end of the registration period. Your comments below can be an important contribution in the revision process and should be brought to the attention of either the AgriSETA ETQA manager or the SGB chairperson.

Please take some time to reflect on your experience and list a few of the difficulties you had to address.

Difficulties I had with the Unit Standard	Recommended Changes to Address the Difficulty
6.	
7.	
8.	
9.	
10.	